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# *Southern* COACH & ATHLETE



VOL. VI

*A Magazine for Coaches, Players, Officials and Fans*

NO. 8

*April, 1944*  
**15c**



## **The Hurdles**

L. Jack Smith

## **Post-War Swimming Pools**

Edward J. Shea

## **Basketball Summaries**

## **Southern Schools**

Andrew Jackson High School

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# Southern COACH & ATHLETE

*A Magazine for Coaches, Players, Officials and Fans*



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Volume VI

APRIL, 1944

Number 8

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FRONT COVER PHOTO: Denny Hammond, Captain, University of North Carolina Swimming Team, 1944, National Junior A. A. U. 150-yard backstroke champion; Southern Conference Intercollegiate 150-yard backstroke champion; Southern Conference 220 free-style; record-holder of National Intercollegiate 150-yard backstroke in long course.

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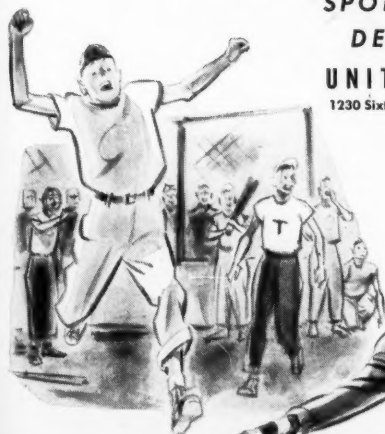
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M. A. DEMOREST, Principal

By LINUS MITCHELL

ON May 3, 1901, a fire raged in Jacksonville, Fla. The smoke was so great, it is stated, that it was visible 400 miles away. The heat was so terrific that it caused a perfect water-spout to form in the St. John's River—probably the only record of a water-spout being caused by artificial heat. In eight hours the conflagration rendered 8,677 persons homeless, and destroyed \$15,000,000 worth of property.

Outsiders said, "Jacksonville is finished." However, Jacksonville citizens had other ideas. Within three days the first building permit was issued, and Jacksonville began its "phoenix-like" rise from chaos to become the largest city in Florida and one of the most progressive cities in the South.

One may wonder what bearing this has on the history of a school, especially a school which was founded twenty-six years later. Nevertheless, these are important facts, for they exemplify the

# Southern

## ANDREW JACKSON

### Jacksonville,

spirit of Jacksonville, which is also the spirit of Andrew Jackson High School. Just as Jacksonville has risen from almost complete destruction to an honored "place in the sun," so has Jackson come up from inconspicuousness to become one of the foremost schools in the South.

The miracle of Jacksonville is far less impressive when seen as black ink on white paper. To really understand the scope of the city's growth, one should walk down Forsythe or Adams Streets in the heart of the business district, see the streets and sidewalks thronging with traffic and people, look at the buildings—skyscrapers, no less, and try to realize that here is a city of more than a quarter of a million people, built in less than forty-three years—built on no more foundation than the will of its citizenry—yet what better foundation could a city ask!

Jacksonville's present importance is a far cry from the doom pronounced upon it back in 1901 by people who did not believe it could ever rise again. The disaster of 1901 made Jacksonville as one knows it a young city, but that is not to say there is no history. The locality abounds in history. For instance, within ten miles of the city the first battle fought between European nations in America occurred. The place was St. John's Bluff, and the occasion was the Spanish attack on the French in Fort Caroline, located there. The date

Left: East facade of building. Below: Andrew Jackson Band and Majorettes in parade formation.



# Schools

## HIGH SCHOOL

Florida

was 1565. This is but one of the many unique historical events that took place in or near Jacksonville. It is strange indeed that a city could be so young in a locality so old.

Just as the new Jacksonville associates itself with events, places, and things far older than itself, so does Andrew Jackson High trace its lineage to a school long since passed into history. That school was Duval High, a great school in its day, founded in 1875, and at that time the most advanced school in the state. Duval carried on nobly until 1927, when it was succeeded by the three new high schools built to take care of the city's growing population. Of the three, Jackson most nearly claims kinship to Duval because the majority of its original faculty came from Duval, and because Jackson took Duval's colors—red and white—and Duval's symbol, the tiger.

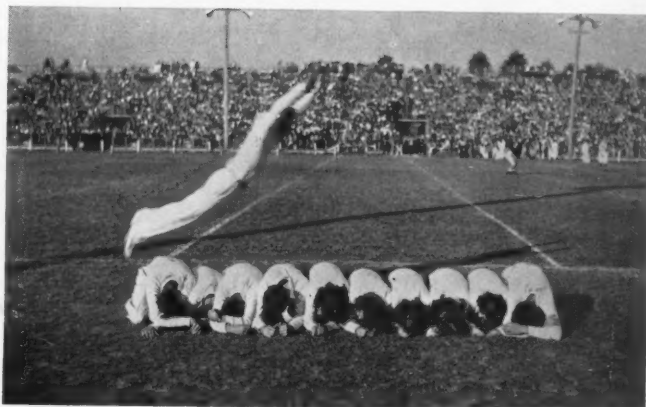
Jackson is a school which does not emphasize any one sport over another. Jackson's trophy case, filled with awards for football, basketball and baseball alike, testifies to this fact. However, football probably is the most popular game with the student body, who make the town ring with "Yea, Jackson," when Jackson plays the traditional game with the cross-town rival.

The history of Jackson itself being so short, the school has not had time to accumulate a vast collection of glories and honors. But Jackson's hope lies in its future and its present. Perhaps "some mute, inglorious Milton" walks Jackson's halls today, or maybe some new Red Grange will turn up in the gym classes. No one can say for sure, but this is certain: Jackson's men will "never say die." The spirit of Jacksonville is in them, and they will go on to greater and greater heights.

Coaches Smith and Hewlett confer with Co-Captains Earl Scarborough and Hubert St. John of '43 football team.



"Big Shot Door"—one of the entrances to Jackson, showing architectural details.



One of the sideline interests at the football games.



# Thumbnail Sketches of Extra-Curricular Activities at Andrew Jackson High School

By TIGER'S CLAW STAFF

AS the administration and faculty of Andrew Jackson High School realize the value of extra-curricular activities in providing an outlet for the excess energy of the high school youth, clubs, organizations and school activities are encouraged. All pupil activities are under the direction of the Dean, the principal, and the sponsor. Each faculty member is urged to accept the sponsorship of an organization in which he is particularly interested. The pupils, in the same manner, select their activities. Approximately 90 per cent of the student body

annual, as far as possible, represents the work of all the students of the school.

To carry out the aims of character, leadership, and high ideals of the school, the **Senior Fellows' Club** has been highly successful in scholastic and social affairs. The members of the Club, united as one, try to promote fellowship, friendship, and cooperation among students and to set examples for the rest of the students.

An outstanding club of Andrew Jackson High School is the **Senior Girls' Club**. It is ever active and well organized. It has gone far in creat-

ing a closer and friendlier relationship among all Senior girls. In December the girls present the annual Jubilee. Parties are given during the year. This year the girls are sponsoring a Talent Night.

Forming the nucleus of the Junior Class is the **Junior Girls' Club**. These girls are the future leaders of the school. As an active club, this organization has sponsored many enjoyable events among which is the annual Junior-Senior Prom.

Binding the sophomore boys of Andrew Jackson into a tie of friendship, the **Sophomore Boys' Club** upholds a standard of tradition, honor, and fellowship. Cooperation and a direct thought of action toward problems and activities have existed among members of this club to give them an opportunity to become acquainted with those with whom they will finish school, and to promote a closer relationship with the faculty.

To encourage new friendships among newcomers of Andrew Jackson, the **Sophomore Girls' Club** was formed. The club helps girls prepare themselves for their stay at Andrew Jackson, and they become acquainted.

(Continued on page 30)



Left: Jackson "J" Club with Coaches Smith and Hewlett.

Below: Jackson's strutting Major-ettes.

of 1,375 members participates in extra-curricular activities.

One of the foremost activities of Andrew Jackson is the publishing of the school newspaper, *The Tiger's Claw*, which presents news of all the clubs, inter-scholastic activities, and points of interest to all. This organ of school life represents the students more than any other part of the school activities. The paper is published every three weeks. Expenses are met by the circulation and the advertising.

The year 1944 brings the completion of seventeen years of school life in a memorable fashion. Likewise, 1944 sees the Andrew Jackson High School annual—*The Oracle*—publish its sixteenth notable edition. The staff endeavors to include in its scope every phase of school life. The an-



# THE HURDLES

By L. JACK SMITH

Head Coach, Andrew Jackson High School

**T**RACK, more than any other sport, provides an opportunity for the coach to study the individual traits and characteristics of those taking part. It is possible to determine the event, as well as the kind and amount of work best suited for the development of the individual athlete. It is impossible to make out a training program and expect that schedule to meet the needs of everyone participating in that event. Consequently, allowance must be made in the kind and amount of work which will be best for the development of each individual. The training program for the hurdlers must also be varied to meet the individual need.

Most of our track coaching has been done from our knowledge of how the champions train and perform in their events. We follow their training schedules and try to use as much of the most proper techniques as we can without material. Of course, we cannot follow it to the letter, but if we know what most of the best use in each event, we can try to follow it, taking into consideration the many differences we find in our boys that are unlike the champions.

The form and technique may change more often in the field events than in the running events. Champions pop up every year or so with an entirely new technique in the jumps or perhaps the weight events. We coaches are most interested in the best training programs used to get our boys to perform with the most adopted techniques used by the best. We try to adopt the best form and technique possible for our individuals. Movie films, athletic magazine pictures taken of athletes in action, notes given to the squad, and charts and notes are put on our bulletin boards. We have athletes to perform for us, as well as seeing all good track meets possible to help give our track squad some necessary information that they need.

There are so many methods to train hurdlers that I will not attempt to give a daily or weekly workout

---

**L. Jack Smith, who became head coach of Andrew Jackson in the fall of 1943, is well known to many as the president of the Florida Coaches' Association. He came to Jackson from Ocala, Fla. Mr. Smith received his M.S. degree from Western Kentucky State Teachers' College, where he was outstanding in football, basketball, baseball and track.**

---

chart for it. I will try to give out some of the exercises and workouts that we use throughout the season for our hurdlers, also some idea as to what we look for in picking out our hurdlers.

**Best type of hurdlers.** Natural aptitude for hurdling, determined runners, confidence, experience in running, long legs, speed, endurance, muscular coordination, agile and supple, good form, balance and rhythm.

**Early training.** Advise to start drills on turf, pad shoe heels with rubber sponge, and likewise protect the knee and ankle of the takeoff foot. A padded top bar is advisable to avoid bumps and abrasions.

**Practice suggestions.** Specific exercises are forward bender, stride stretcher, the side down stretches. All hurdlers should practice together as much as possible. Draw lines to mark proper takeoff and landing points. Place small objects on top of hurdle, and brush them off with leading heel or buttock when passing over. Always warm up properly in sweat clothes. Each hurdler in early season should join the jumpers and take three or four trials each at the standing and running broad jump and the high jump. Much time should be spent on bounding, jogging, and running. Bicycle riding

and rope skipping are very good for hurdlers. Run 50, 100, and 220 yards for speed; run 440 yards for endurance. Alternate days for speed, endurance, form, stride, etc. Work often on a few hurdles, and occasionally work on more than the required number used in the regular meets. Workouts on both the high and low hurdles help you in many ways, whether you participate in both or not. Be careful not to overwork by running your full length of hurdles in practice after the regular meets get under way to avoid staleness, shinsplints, and getting too stiff. Vary the distance between hurdles (shorter or longer), but do not affect the length of the strides.

After you have stressed the following points and have given consideration to the above suggestions, I hope that I will have helped you a little with your hurdlers.

## Taking the High Hurdles

1. Front leg is thrown forward to a point where there is a pull of the tendons of the knee. Foot is directly ahead, toe up.

2. As the leg is lifted, the body should be bent forward, the upper part of the body making a V.

3. The body bend is assisted by the arm, which is fully extended and thrown with the opposite leg.

4. Other leg is drawn off the ground with the full extent of the position and will be lifted up and out in a semi-circular hip movement.

5. As the body is crossing the hurdle, the rear knee will be pointed away from the body and the lower part of the same leg will be parallel to the top of the hurdle.

6. Take off  $6\frac{1}{2}$  to 7 feet in front of the hurdle.

7. The knee lift and drive action of the takeoff foot, combined with the speed of the approach, will carry the body across the hurdle.

8. Let the leg drop naturally.

9. Land  $3\frac{1}{2}$  to 4 feet from the hurdle.

(Continued on page 31)

# Girls' Athletics at Andrew Jackson High School

By BERNICE WALTON

**A** PHYSICAL education program must be fitted to the needs of the individual school. In schools where the enrollment is large the instructor has a good opportunity to develop student leaders. Since we have only two instructors for the entire girls' program, we are using more student leadership every day. We divide each class into six teams and allow them to elect a captain and two assistant captains for each team. The two instructors then meet with the captains and assistants at intervals to let them know what is expected of them.

We have our classes divided into two groups. Miss Ruth Smith has half of the girls for roll call and I have the other half. After roll call the girls all line up for conditioning exercises, which are given about the first ten minutes of each class period; these are sometimes led by the students. When we are beginning a new activity, we bring the whole class together in one group and explain and demonstrate what we are going to do, then we let the captain take her group off and drill her team in the various techniques that have been explained. We have found that this plan is very successful.

Class tournaments are held in each activity and at the end of a specified time the winners from each class compete in a tournament after



*Girls play volley ball on the court under the oaks*

school. The winners' pictures are put in the school annual and the girls are awarded medals for that particular sport.

As to uniform, each girl is required to wear a regulation white uniform, white socks and rubber sole shoes.

We have restricted programs for the girls with medical excuses. They are required to dress and can participate in such activities as ping-pong, shuffleboard, table games, etc. We feel that the social value of having these girls come down to take

gym and take restricted activity, rather than going to a study hall, is great.

The Girls' Athletic Association at Andrew Jackson has proved to be a very successful and worthwhile association. It meets Tuesday and Wednesday of each week and has an official business meeting the first Wednesday of each month.

The membership fee is twenty-five cents a semester, and any of the girls in the school interested in school sports are eligible. As in any other club or organization, only

*Girls do tumbling and exercises*



those who are really interested and go out for everything in a big way, are the ones who accomplish something.

Teams are chosen and captains are elected for each different tournament we have. At the beginning of school, in September, we begin by holding a volleyball tournament. The round robin tournament is usually played so that each team may play the other, enabling them to play more and receive more points. Then we begin tennis, bowling, basketball, and carry on through with many other sports.

The Association gives three awards. The first, the Association emblem; second, the Association medal; and,

last, but not least, the Association letter, which is treasured and admired by all receiving it.

In order to obtain these awards, a certain number of points are required for each one. To earn an emblem, one must have 200 points, for a medal, 300, and for the letter, 500. It takes the average girl two and one-half to three years to earn 500 points.

In order for a girl to earn these points, the executive board approves a list including points for participating in tournament games, hiking, bicycling, captain or manager of tournament teams, one hundred per cent attendance at business meetings and many other events. The record-

ing secretary is in charge of keeping an accurate record of each girl's points. They are turned in to the G. A. A. box in the gym office and have to be approved by the officers and sponsors of the organization at the end of each week.

Then, at the end of the school year, a banquet is held for the G. A. A. members. There, the awards are given and speeches are made, and the new officers are introduced by the retiring officers.

The girls who receive letters order the school sweater for them and wear them the remaining part of the school year, which is indeed an honor.

## Defense Against A Balanced Line

By A. J. HEWLETT

Assistant Coach, Andrew Jackson High School

**D**URING the past football season in the Florida high school conference known as the "Big Ten," our Andrew Jackson team played against almost every type of offense. However, with one exception, all of these teams used a balanced line with one or both ends floating.

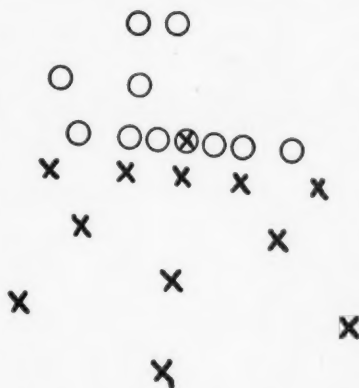
We played against the Tennessee single wing used by Landon High of Jacksonville, the "T" formation used by Miami Edison of Miami, the regular single wing and balanced line as used by Orlando, the Notre Dame shift with a modified box used by Lee of Jacksonville, and a modified punt and single wing with unbalanced line as used by Plant of Tampa.

All of these teams had at least one outstanding back of all-Southern prep caliber; one of them had at least three such backs. Then, too, these boys operated behind large, fast, and agile lines that gave them every opportunity to break into the secondary.

Our boys were inexperienced and comparatively small. So, after playing our first two games and using the usual 6-2-2-1 defense, we decided to attempt something different in an effort to counter-balance the offensive edge that we believed existed.

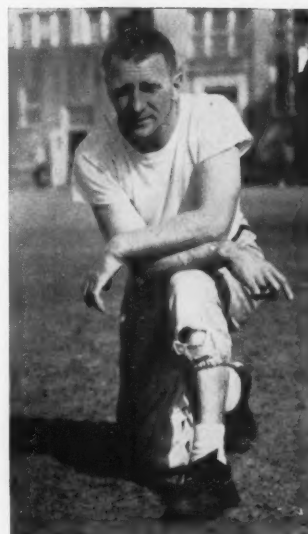
The 5-2-1-2-1 set-up as diagrammed was used almost exclusively—

Our guards played head-on the



tackles; our center played on the center; our tackles played a yard back with their outside shoulders on the offensive ends' inside shoulder; our ends played normally with our weak side end a bit tight; our full-back played about four yards back slightly favoring their formation so that he could be in position for pass defense and free to go to either side without being jammed in; our half-backs played from seven to ten yards back, dependent upon down, distance, position on field, and time. The safety man played from fifteen to thirty yards back and usually had a definitely assigned man to cover on pass defense.

Of course, we varied this set-up at various times during the game. We might drop our center back and move up our tackles. Sometimes we



Andrew J. Hewlett, assistant coach and R.O.T.C. instructor at Andrew Jackson, is a graduate of Davidson College, where he played three years of varsity football and basketball.

dropped both guards back a yard and moved up the strong side tackle. This gave us a four-man line. Most of the time when our opponents had second or third down with a long gain play needed for necessary yardage, our center dropped back a yard parallel with our tackles.

(Continued on page 30)



Courtesy Michael Peppe, Ohio State University.

#### EXHIBITION POOL—OHIO STATE UNIVERSITY

This pool is set in amphitheater style, with seat banks rising in galleries on two sides and one end, accommodating 1,500 spectators. The room is 110 feet long, 120 feet wide, and 40 feet high. The pool is 40 feet wide, 75 feet long and 7 to 12 feet deep. The color scheme is predominantly green with shades of tan and silver. The pool is lined with white vitreous tile, the wainscots are mat-glazed tile, the exposed walls and ceilings are painted cork slabs, 1½ inches thick.

## Principles Guiding Post-War Swimming Pool Construction

By EDWARD J. SHEA

Department of Physical Education,  
Emory University, Georgia

THE principles governing the construction of the most recent and modern of swimming pools today represents the outgrowth of many years of pioneering and experience in developing and carrying forward instructional programs whose content and outcomes have been designed to meet wholesome educational ends.

Previous to 1900, pool construction underwent little change or development either in this country or abroad.<sup>1</sup> The greatest factors influencing their development were the bacteriological investigations of swimming pool water by numerous public health organizations and committees, the perfecting of mechanical equipment for the sanitary

control of the pool itself, and the standardization of pool dimensions growing out of the official records of competitive swimming which were validated and kept by leagues, conferences, national and international rule-making bodies. Rapid progress in the standardization of swimming pools in educational institutions have been influenced by such bodies as the Amateur Athletic Union, the National Council of Y. M. C. A.'s, the International Olympic Committee, the National Collegiate Athletic Association, and the International Swimming Federation—all of whom have contributed tremendously toward an increased growth and interest in swimming.

The growth of the number of

swimming pools in the United States in the past twenty years has been remarkable. It is reported that there are today about 8,000 swimming pools in this country. Approximately one-half are indoor and one-half outdoor. Of this number, 80 per cent have been built since 1920, and over half of these since 1925.<sup>2</sup>

The widespread building of pools, therefore, is a twentieth century development. Errors in the construction of the pools of this earlier period were necessitated by such factors as: limitation in size because of lack of available funds, attempt to meet only an immediate need, and the failure to recognize rapidly growing programs of increased quality and scope. Notable among the de-

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April, 1944

**Coach Edward J. Shea is a graduate of Springfield College, where he was captain of the varsity swimming team; New England A.A.U. 150-yard backstroke champion and record holder 1940; member New England A.A.U. 300-yard Medley Relay Champions; captain New England Intercollegiate Swimming Champions 1941; Finalist, National Intercollegiate Championships, East Lansing, Michigan, 1941; and member of All-East Swimming Team, 1940-1941.**

**He was Massachusetts and Rhode Island state backstroke swimming champion, 1926, and was in the 1936 Olympic tryouts.**

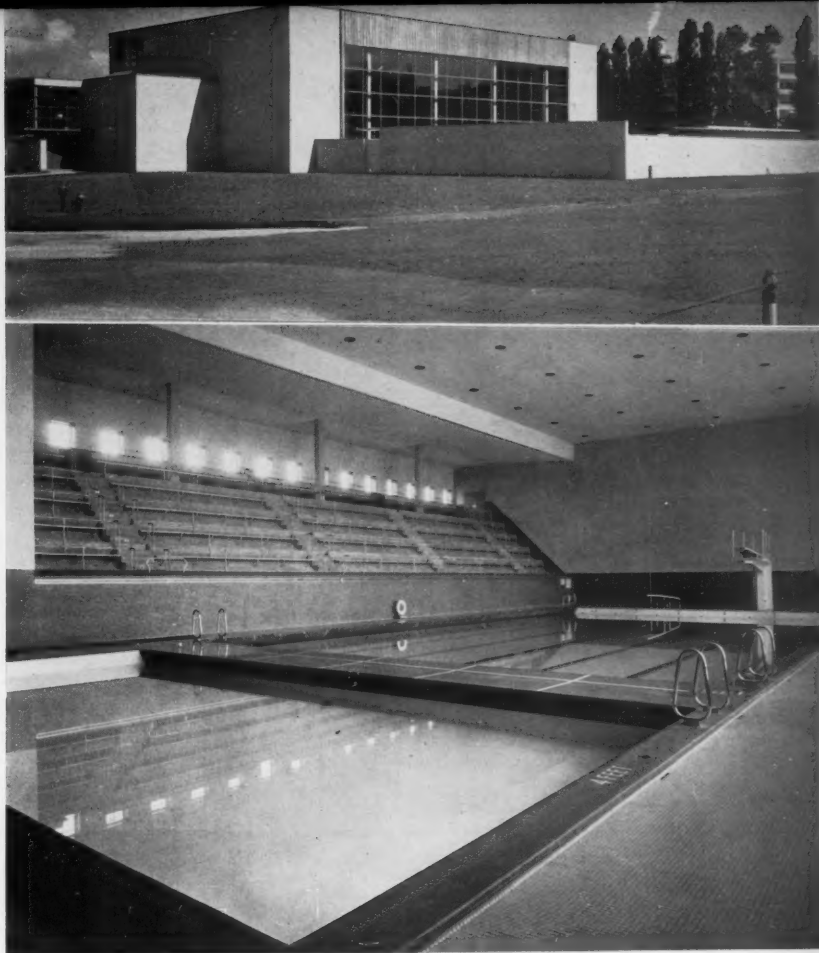
**Before joining the Physical Education staff at Emory University, he served as Director of Athletics at the Atlanta Athletic Club, 1941-1942.**

iciencies were: low ceilings, inadequate spectator space, narrow width, lanes too narrow, inadequate depth in deep end, inadequate deck space around pool, unsuitable location, inaccessible approach, difficulty in general administration, control, and supervision, inadequate visibility from service room, poor acoustical provision, lack of good diving or other types of auxiliary equipment.

Crystallization of new thoughts and ideas in the techniques of pool construction will be a natural concomitant of post-war planning.

The response to a recent survey of post-war swimming pool construction was exceptionally good and provides a sound basis for authoritative conclusions.<sup>3</sup> Municipalities, states, schools, colleges, clubs, institutions, commercial operators, and private pool owners throughout the country have indicated that 52 per cent are planning new pools or extensive modification of existing pools as soon as the war is over. They are planning to spend from \$25,000 to \$175,000 with an average expenditure of \$71,250. The planning of the pools and the selection of equipment are not being left for post-war days. Blueprints are being prepared now. The armed forces have built and are continuing to build many pools to train their men. The Navy, for example, has disclosed that it is completing 100 new pools, each exceptionally large in size.

A survey of the dimensions of indoor swimming pools in Southern educational institutions as in others  
(Continued on next page)



*Courtesy of the Technology Review*

**EXTERIOR AND INTERIOR VIEWS OF ALUMNI POOL—MASSACHUSETTS INSTITUTE OF TECHNOLOGY**

*Above: The structure consists of a room 125 feet long, which houses a standard inter-collegiate six-lane swimming pool 42 x 75 feet, a shallow practice pool 20 x 40 feet, and seats for 340 spectators. Approximately a half-million dollars was appropriated for this unit.*

*Below: New Trier Township High School Swimming Pool.*

*Photo by Al Manning.*



the country over, reveals little uniformity in size.<sup>4</sup> The dimensions in these institutions show the following variances:

60'x20'—Univ. of S. C.; Univ. of Ga., Clemson, Auburn, Citadel (S. C.).

60'x24'—Peabody (Tenn.).

60'x30'—Presbyterian (S. C.).

60'x40'—Vanderbilt.

75'x25'—Eastern (Ky.), Maryville (Tenn.).

75'x30'—Berea, Univ. of Va., Univ. of Tenn., Knoxville (Col.).

75'x35'—North Carolina State.

75'x40'—Georgia Tech.

100'x30'—Emory University.

165'x55'—University of North Carolina.

The general movement of post-war swimming pool construction requires guiding standards which may be helpful to those charged with the responsibility for the planning, construction, and administration of these facilities and should aid in the eventuation of better pools.

How may the increasingly numerous and frequently conflicting suggestions on how the swimming pool should be built and administered be evaluated by the educational administrator so that it may more adequately serve the needs and opportunities in educational institutions? What are the construction requirements for the satisfaction of educational needs?

In any educational institution, building programs must always be carried on with an eye to the future. This restriction, moreover, applies with as much force to the recreational and athletic facilities as to buildings of primarily scholastic or research purpose.

The technical and mechanical aspects of construction are extensively treated in the literature by members of the American Society for Testing Materials, the American Institute of Architects, state and local building codes, and architectural and trade and building journals. Excellent standards guiding the construction of indoor pools in educational institutions are well advanced in present-day literature. (5 through 12.).

Recommended practices and comprehensive standards from the available sources suggest the following:

**Pool Layout.** The multiple type arrangement of one large pool suitable to meet the demands of all types of specialized and diversified aquatic activity and one small pool for teaching non-swimmers, both in the same room under the same circulation system and supervision, would be primarily recommended.

The next preferable type is the single pool designed to meet the purposes of an all around program, having one large zone suitable for beginners and intermediate swimmers, and a deep area for diving (see Pool Basin).

**Pool Dimensions.** (1) The large pool (multiple or single type) should be not less than 75 feet in length and 42 feet in width. (2) The small pool (multiple layout) should possess a length equal to the width of the accompanying large pool, and a width not less than 20 feet.

**Pool Basin.** (1) Depth of water: Deep water is necessary only for safety in diving. Excessive areas of deep water are decidedly uneconomical in construction cost, size of filter plant, operating cost, and definitely lessens the utility value of the pool. To assure the largest amount of working area, the slope of the bottom of the large pool where the water is less than five feet should not be more than one foot in each twenty feet. This is justified on the basis of the needs of the greatest percentage of any sample of swimmers who fall within the intermediate range. The depth of the shallow area in the large pool of the multiple type layout should start at 3½ feet and extend forty feet to a depth of five feet. The depth of the shallow area in the large pool, of the single type layout, should start at three feet and extend 40 feet to a depth of five feet. The depth of the diving zone should be 12 feet to accommodate diving from the three-meter or high board. The depth should be uniform throughout the diving area with enough slope to permit easy drainage. The length of the diving zone should extend 35 feet outward from the deep end of the pool. The width of the diving zone for each board should be at least 10 feet, preferably 13 feet, on each side of the boards measured from their center.

The depth of the bottom of the small pool should be three feet and uniform throughout.

Scum gutters of the recessed type should extend only along the side walls of the large pool and on all sides of the small pool. The basins of both pools should be lined with white ceramic or vitreous tile. Swimmers' guiding lines of the same material, but of dark color, at least 10 inches wide, should be installed on the pool bottom and run lengthwise, terminating four feet from each pool end, with a crossbar 10 inches wide and two feet long placed seven feet from each pool end. These lane

markers should extend upward on the pool ends from the pool bottom to the normal water level line. These markers should be placed so that lanes measured from the center of adjoining lines are seven feet wide.

Perforated step holes, permitting easy access to and egress from the pool or pools, should be vertical and recessed with depressed handholds in the floor of the runways to aid in climbing out of the pool. Starting grips for backstroke swimmers should be recessed into the front of the end walls about 14 inches above the water line and 16 inches apart.

**Pool Room.** There should be no columns or other obstructions anywhere in the room, the support of the roof being carried entirely by the walls. The pool deck should surround the entire pool. Runways should have a uniform and gradual slope of ¼-inch to the foot and to frequent floor drains away from the pool. The pool deck should measure eight feet at the sides, 12 feet at the shallow end, and 20 feet at the deep end. There should be a coping or curb around the entire edge of the pool, 18 inches wide at the top, one inch above the runway. The height of the top of the curb should be 12 inches at the sides and 18 inches high at the ends of the large pool, measured from the waterline at the overflow level of the scum gutter to the top of the coping. A parapet six feet wide extending the width of the large pool and 18 inches above the water level should separate the large and small pools in the multiple type. This parapet may also be used for the take-off end for swimmers in competitive races.

Walls and ceilings should be designed so as to insure satisfactory acoustics, heat retention, and condensation reduction. Entrances and exits for swimmers are best placed adjoining the shallow area leading in from the shower room and under observation of the instructor's office. These should be inaccessible to spectators.

The spectators' gallery should be placed at right angles to the swimming course in reference to the focal points of interest. These include the diving area, the finish mark of all races, and the full range of all movements in demonstrations and exhibitions. Spectators' entrances and exits should not open directly out of doors. The gallery should be separated from the pool runways by a parapet wall, placed at the lower edge of the gallery to prevent circulation of spectators on the pool decks. A gallery of the permanent

or removable bleacher type may be used, the choice being determined by the policies governing the utility value of the pool room itself.

The ceiling measured from the water level should extend upward to a minimum height of 30 feet.

All metallic units used in the room require non-corrosive qualities.

**Color Scheme.** Color is likely to become a big feature in modern post-war pools, giving plastic materials an excellent chance to display themselves. Gray-green glazed brick, eggplant shaded, light tan, pale olive green vitreous tile, all add to the attractiveness of the setting.

**Lighting.** The prevention of reflection and glare on the water surface in indoor pools in all types of natural lighting seems non-existent, except in the skylight plan of lighting. The present plans for natural lighting include: (1) the construction of a Gargantuan glass brick window, extending nearly the entire length and width of one side of the pool room, (2) of a glass brick window extending the length and upper three-quarters of the width of one side of the room, and (3) of a skylight extending over the entire roof of the pool. Windows of any type located at the ends of the pool building are not recommended.

The arrangement of windows so placed as to interfere least with the visual needs of swimmers, instructors, officials, and spectators would

seem to warrant the type of construction indicated by (2) above. The use of waterproof venetian blinds would greater facilitate the elimination of reflection and glare.

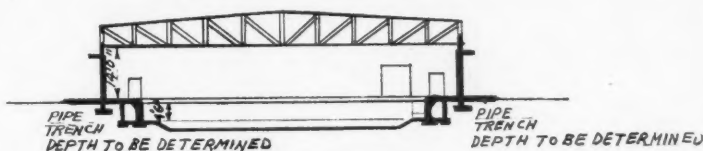
Artificial lighting would require the use of incandescent lights, with distribution by means of uniform spacing of individual sources over the entire seating and pool areas with the elimination of shadows or dark spots. The lights should be recessed with louvered openings.

**Inlets and Outlets.** In order to provide a maximum, constant, and uni-

form distribution of fresh or purified water throughout the entire pool, inlets should be located on all four sides, not more than 10 to 15 inches below the overflow level of the gutters, with at least one inlet for every 20 feet of the pool perimeter. Two or more outlets should be located on the pool bottom in the deepest portion sufficient to permit complete draining in four or five hours.

**Recirculation System.** The recirculation system consisting of the pumps, hair catcher, and filters, to-

(Continued on page 34)

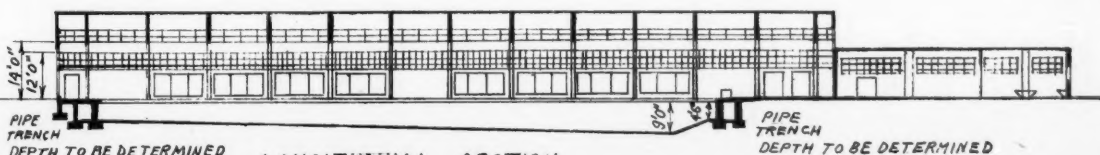
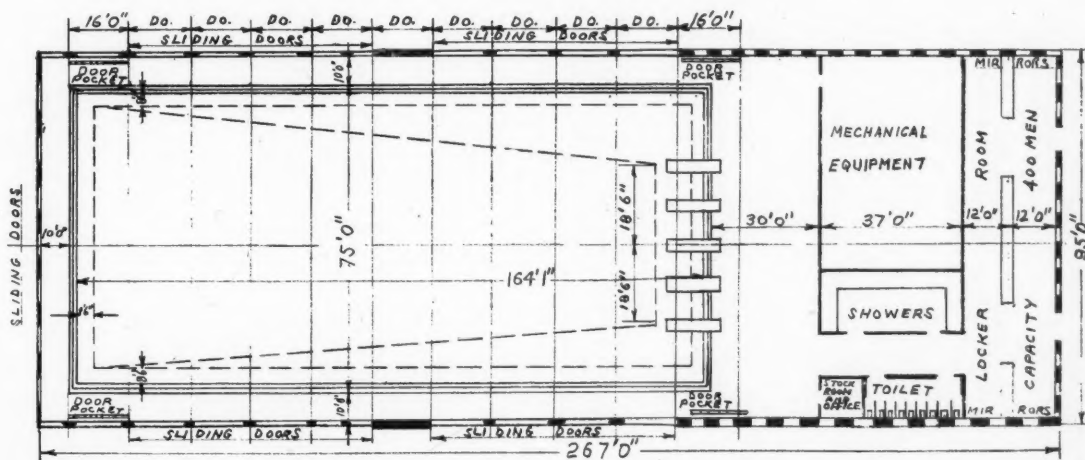


TRANSVERSE SECTION

Courtesy Swimming Pool Data and Reference Annual.

#### DESIGN FOR U. S. NAVY POOLS

Below: This design is for a 50-meter swimming pool for U. S. Naval Stations. These pools are being constructed so that a maximum number of men may be taught with a minimum of instructors. The pools will accommodate about 350 persons at all times. They are 164 feet 4 inches long by 75 feet in width, with the shallow end 4 feet 6 inches, and the deep end 9 feet. The pools are completely covered. Sides are equipped with large windows which can be opened up in mild weather in such a way as to make them practically outdoor pools. Ample deck space surrounding the pool provides sufficient area for land instruction.



LONGITUDINAL SECTION

## Southern COACH & ATHLETE

*A Magazine for Coaches, Players, Officials and Fans*

Vol. VI

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No. 8

*Official Publication*

Georgia Athletic Coaches Association  
Georgia Football Officials Association  
Southern Collegiate Basketball Officials Association  
Southern Football Officials Association  
Alabama High School Coaches Association  
Florida Athletic Coaches Association  
South Carolina High School League  
Louisiana High School Coaches Association  
Mid-South Association of Private Schools  
DWIGHT KEITH, Editor and Publisher

### *The Job and the Man*

During the last year many schools were handicapped in their athletic program because of depleted staffs.

We now have registered with our free EMPLOYMENT BUREAU a number of good men who will be available in June. Schools which are short of men are invited to register their vacancies with us. The service is *free* and *confidential*. We merely put you in touch with men who are available, and there is no fee for the school or coach to pay. We only ask that we be notified of placements, so our records can be corrected accordingly.

This is another contribution of SOUTHERN COACH AND ATHLETE to the "keep 'em playing" drive. We hope no school will consider dropping a sport while coaches are registered for our free employment service.

### *The Tall Boy*

Much has been said and written in recent weeks regarding the tall boy in basketball. It is a subject which comes to the front about this season each year. Coaches, officials, sports writers and fans have entered the discussion, and most of them seem to be lined up against the big fellow.

In the dual role of basketball coach and editor of a sports publication, we would like to cast one vote in his favor and to offer a few suggestions in his defense.

1. All tall boys do not develop into good basketball players. When you see a good tall man out there, it usually represents some definite planning and hard work on the part of the coach. Big men rarely pay off the first season. It takes patience and the willingness to sacrifice games in order to develop these fellows.

2. The big boy who does not excel gets a hard riding from the fans. Why does he not deserve the plaudits when he overcomes his awkwardness and becomes a polished performer?

3. Speed is an important factor in winning the 100-yard dash, yet no one has suggested barring the fast man from the track team. If height adds to the strength of a basketball team, should it be ruled out?

4. Many of the tall boys cannot qualify for teams in other sports. Why not let them play the one sport for which they are adapted and which they enjoy?

5. There are always places for good little men on the team, if they are good enough. If they are not good enough, let them play on the B team, fraternity team or others of a lower level.

6. Some coaches are too lazy to find tall boys and work with them.

7. Those who object to playing against tall teams don't have to schedule games with them. There are other timid coaches looking for "soft spots" who will give you games.

8. Basketball originated in America and is truly an American sport. The American way is to leave it open on the basis of competition and merit. No American boy should be legislated from the court. They should all be eligible and the best ones, *tall or short*, should constitute the varsity.



## HIS THROWING ARM SCORES IN THE BIG GAME, TOO!

● Many American fighters were baseball players. In this great American competitive game they trained their eyes to see accurately. They developed timing and coordination—the ability to run, catch, hit, and to throw with amazing precision. Now this skill—this accurate timing and precision throwing—are helping them to bag Nazis and Japs—in Italy and in the islands of the far South Pacific.

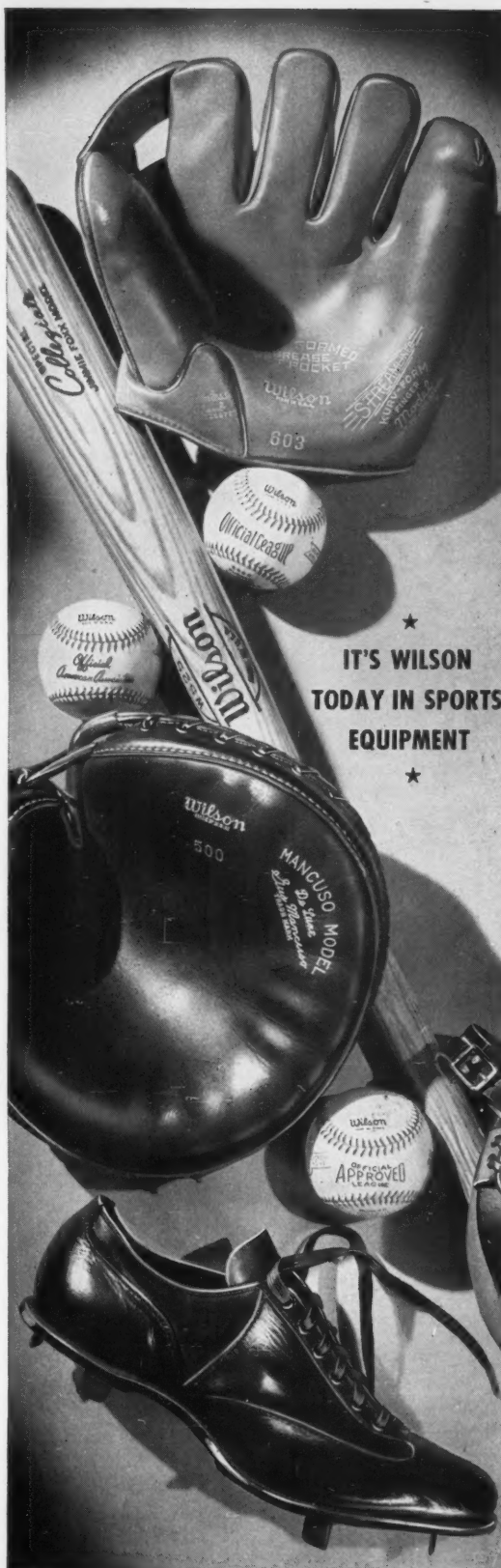
Baseball and other American sports are making an all-time record for America's athletes in this war—athletes who with a few months' war training are matching the best the enemy can give after a life devoted to war training. It is our privilege to provide baseball equipment that is the best in design and quality. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

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TODAY IN SPORTS  
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# Post-War Intercollegiate Athletics

By RUFUS CARROLLTON HARRIS  
President, Tulane University

**I** BELIEVE that it is appropriate now to think about post-war intercollegiate athletics. I wish to present several ideas. This country in the period before the war did, in an overall way, fall short of the proper physical development of its youth. I do not wish to suggest that I feel that it is necessary or desirable to continue in peace the kind of physical preparation we must make in wartime to prepare our men for war. Far from it. I do suggest that if we are to provide proper postwar physical education, and the proper training practices and techniques in the universities, we should begin to consider such things now, before action is thrust upon us by well-meaning but misguided people.

The Southeastern Conference has struggled along trying to be above all things else honest—honest with our athletes, our public, our institutions and ourselves. That is what inspired our decision publicly to offer scholarship aid to cover fixed items to athletic participants. We actively desired to avoid subterfuge and indirect assistance to them. That, moreover, is why we brought to the Conference a distinguished private citizen as Commissioner to umpire our conflicts. In doing this, it is true, I suppose, that we have been conscious of the problems and opportunities involved in intercollegiate football. Nevertheless, I do feel that we have been conscious of a few other things, too.

I feel sure that scarcely any of us would contend that the playing of intercollegiate football throughout the past twenty years has been the ideal of play of either scholars or gentlemen. We had begun earnestly to try to correct some of the worst conditions in the Southeastern Conference before the beginning of the war. By easing the pressure of public demand and public interest in the games, the war now has given us a fine opportunity to proceed. We may now take advantage of the lessening of public pressure upon us to develop a sane, reasonable basis for intercollegiate athletics. I doubt if there will come a more favorable time for the colleges to put this competition on the basis which sound educational principles long have demanded.

At the outbreak of the war, many university faculties debated the wis-

*The ideas in this article formed the basis for the presidential address which Dr. Harris delivered to the Southeastern Conference at its meeting in Nashville.*

dom of carrying on intercollegiate competition, but after deliberation decided it was proper to do so. One of the military services decided, and that in a confused sort of way, not to permit its trainees to compete. At the same time it continued such competition at West Point, its foremost institution for army training, on its regular basis. The other services, with much less confused thinking, actively supported the continuance of competitive athletics as a valuable asset to war training, physical development and public recreation. It would require considerable adroitness to establish the proposition that university athletic competition, properly conducted, though helpful in physical training and development in peacetime, is not helpful for such development in wartime. Be that as it may, the faculties, more actively than ever before, supported this play, and have recognized the value of such athletic training. This is a not too minor point, since intercollegiate competition as it was played before the war found perhaps its greatest disapproval among faculty people. That disapproval was not clamorous. Faculty action never is. But it is persistent and searching, and in the end always will prevail.

Our people have learned by playing games as we have played them in these war times, and as we shall play all the seasonal sports, that games are important to students and to the American people in general. Moreover, as an emotional outlet, they are probably helpful to the war effort as a whole. Those who have played football have enjoyed playing under wartime conditions, where the game returned to its proper status of being merely a game and was no longer drudgery, as high-pressure coaching and playing had formerly made it. In this period, our players were able to play enthusiastically and eagerly since the drudgery was eliminated, and keep well up in their scholastic work. Practice was confined to an hour or an hour and ten minutes

each day, and there were no evening skull sessions nor chalk talks.

For post-war athletics, and particularly for the game of football, I should like to offer the following proposals:

1. Eliminate the scouting and the spring training and restrict severely the fall practice sessions. From a very technical point of view, it is likely that the quality of the game of football this season was not up to pre-war standards, as those standards were conceived through the obsessions which afflicted some of our coaches. I do not believe the students or the general public ever demanded or rejoiced over such alleged perfect techniques. It is my opinion that the students and public found the games as played this fall equally if not more interesting and thrilling. They liked them better than they liked the exhibition of superb but uninspired skills of the expert players of the pre-war period. Moreover, when so much of the extensive scouting was eliminated, which in the past sometimes involved the ridiculous exhibition of one team trailing a single opponent from start to finish of the season, the expense of the season was much reduced. At the same time the introduction of more chance and ingenuity in meeting the opponent added to the interest and the value of the sport. This served the purpose of giving the game more to the players and, to that small but needed extent, took it away from the coaches, who with the aid of scouting efforts were working out the plays, with the players occupying roles demanding scarcely more intelligence or initiative than that required of pawns in a chess game.

2. Amend the athletic scholarship and limit the number. If properly administered under the Commissioner, the athletic scholarship provides a way of enabling a high school boy to earn his way to college if he is a good average boy. It brings into the college, as colleges seek to bring to themselves, a sampling of all types and talents and abilities to be educated, and while being educated to do their share of molding their fellows. But in keeping the athletic scholarship let us not take away from its holders the self-respect which the holders of other

university scholarships possess. A person may accept financial help, but for him to obtain the best from such aid, it should be necessary that he help himself to a certain extent also. For the scholarship holder to have nothing in the nature of self-help required of him is harmful. It is bad training and it impairs self-reliance. Because I think it is fair, and more specifically because I think it avoids greater evils which are now difficult to handle, I propose that we continue the athletic scholarship policy. I would have it provide the necessary items of tuition, lodging and the like, but there it should end. It should not provide items necessary for the holder's own personal expenses. If the pressure of excessive athletic practice and training is relieved, as I suggest it should be removed, the student will not find it necessary to devote all of his time outside the classroom to athletics. He will be able to find means of helping himself in honest, self-respecting ways, which I believe are fundamentally necessary to good old-fashioned American initiative, self-reliance and independence. Those outside the university who would keep him from doing that by secretly giving him something for which he has made no honest personal return would put him in an intolerable position which I would prevent.

The number of such scholarships which may be awarded by a college must be limited to insure fair competition. This is a highly important matter and deserves prompt and deep consideration.

3. Reduce the price of admission to the games. I do not suggest a reduction to the absurd figure of 10 cents, as suggested by a well-known institution a few years ago. I suggest reduction to the point where there will be no substantial or capital profit to the institution. It should be reduced to the point where there will be derived from the gate only sufficient income to provide for the maintenance of an institution's own well-balanced sports program. This reduction will serve the fine purpose of making the game available to many more people. This will also save the institution from charges of profiting by such games—for to some, where the temptation appears great and the opportunity great, the possibility does exist. What is more important, however, is that such a practice will deprive the public of feeling that it has endowed the game through the admission prices and therefore possesses a

vested interest in it and in the policies of the institutions which play it.

4. Take the necessary precautions to save the game from the gamblers. No sport can endure a more blighting effect than to have the misfortune of being used by the professional gamblers for their activities. This is a more real danger than some may realize. If Judge Landis forces the president of a baseball club out of office for betting on baseball games, may a coach or a player or an official bet on football games? No more apt illustrations could be given of what effect the gamblers have had upon sports than to invite attention to what they did to racing, wrestling and boxing. It is unnecessary to predict what they would have done to the great game of baseball had not the leaders of the game possessed foresight and courage enough to take the proper purative and preventative measures involved in the installation of Judge Landis' office. Gambling in collegiate football is reaching two dangerous points. There is scarcely a crossroads establishment that does not have its betting pool on the football games of the week. There is a growing suspicion held by too many people that the gamblers have tried to touch the honesty of football through some of those who have been connected with it both directly and indirectly.

5. Rigidly enforce the rules of the Southeastern Conference, and give unstinted and unlimited support to the Commissioner in the performance of his regulatory duties. I believe that the fact of the creation of his office and the legislation involved in the powers of his office saved the Conference when it was at the point of breaking up. The wise counsel and executive integrity of its occupant is a necessary assurance to the faculties, the coaches and the public alike. The public is well entitled to feel that intercollegiate athletics in this section has no claim for honest and decent support if the participating colleges are so unmindful of their ethical obligations that they cannot freely and generously support the efforts of an honest and upright Commissioner to promote high standards of sportsmanship and fair competition.

6. Require as university coaches men of good character, broad background and wide general ability. This is the most important problem involved in intercollegiate athletics. If it is attended to, the other problems will take care of themselves in time. All athletic coaches should be

men of attainment wide enough and useful enough to hold regular membership on the university faculties. If we could have as coaches men of moral courage, breadth of understanding and reasonable vision, men possessed of fine personal character qualities, men with some background and poise, they would be actively desired on the university faculties by all interests in the university family. As it is, not much should be expected of the place of the athletic coach in the university when the institution itself places its estimate of the importance of the position no higher than is involved in the pious hope that its occupant can speak or write a simple sentence, or that his vocabulary is rich in something besides profanity, and his literary interest is measured by some activity beyond those reflected in the sport pages or the comic strips. Coaches should be men of knowledge and men who possess abilities wide enough to do other things and perform other duties beyond those of technical coaching and proselytizing for athletic material. Some moral and intellectual attainment will be required for them to earn proper places in educational institutions of the university level. A university level of work should require that every coach serve some other university duty beyond that of athletic coaching. There are and may have been many undesirable practices and attributes of intercollegiate athletics. It is unnecessary to recite them. It is unnecessary because every person who pretends to know anything about the history and practices of competitive intercollegiate athletics is aware of them. But what I wish to emphasize is that there has been no evil in sports, no undesirable practices have surrounded them; indeed, no discredit ever came to any institution by virtue of such bad conditions, which honest, upright, courageous and characterful coaches could not have prevented.

I would like for the colleges to try to see to it that football remains a game. Interesting, important, thrilling, yes. I am fully aware how greatly the public is interested in it. But I still want it to continue as nothing but a game which young men play, in which matters of fraud, deceit, lying, and things not ordinarily considered as attributes of a fine game are not involved. As such a game it has its place in our university life. At its best it will be exacting in its demand on the time

(Continued on page 33)

# The Value of a Girls' Drill Team in a Modern Physical Education Program

By RUTH SMITH

**I**N order to justify any extra-curricular activity, definite aims must be made and attained. Undoubtedly, a member of the girls' drill team finds plenty of opportunity to develop character, for she must assume responsibility, she must cooperate with her fellow members, she must be unselfish, and she must be prompt in her attendance at the various practices.

As these characteristics are developed, she finds satisfaction in the fellowship of association with other members of the drill team and shares with the team as a whole the success enjoyed.

In organizing the Pepperetts, the following procedure was found to be effective:

## A. Open to all high school girls.

The Pepperetts were reorganized this year at the beginning of the fall term of school. Time was short, and we had to take the majority of the girls who expressed a willingness to enter this activity. Unfortunately, many joined, not realizing the hard work and time involved in order to put a successful drill team into operation. This class of girls, due to their lack of sustained interest, was a source of constant trouble.

## B. Election of a leader by the girls.

After a thorough discussion with the girls of the qualifications essential to a leader of a drill team, the girls themselves were permitted to vote and select one of their number to act as leader.

Necessary qualities:

1. Must be attractive.
2. Must have good posture.
3. Must possess the best leadership qualities.
4. Must be able to handle the girls through her willingness.
5. Must show tactfulness.

## C. Appointment of squad leaders by the teacher sponsors.

A squad is composed of four girls, and from this group the teacher sponsors select one girl to act as squad leader. The main duty of this leader is to check on the attendance

of each member of her squad and as leader of this group assume the responsibility for her squad.

## D. Schedule.

There must be regularly scheduled practice days for extra-curricular activities such as the Pepperetts. Each girl should arrange her school and personal affairs so that she can be present for each practice.

## E. Uniform.

Too much stress cannot be placed upon the selection of an attractive uniform for the members of the drill team. Care must be taken in the selecting of a uniform suited to all types of figures. The material and pattern must be economical due to the fact that uniforms must be changed every year.

## F. Awards.

Those members who took an active interest in the affairs of the drill team by regularly attending scheduled practices were given an award of a school letter.

When we start our second year of activity of the Pepperetts, we anticipate making considerable improvements. We now have a group of girls with one year's drill team experience which we can use as a foundation to build a better and more efficient drill team.



*Jackson's Talented Pepperetts*

The qualifications to become a member of the Pepperetts drill team will be (1) scholastic record of a satisfactory nature, (2) a more rigid investigation of the dependability of the girl, and (3) a natural sense of rhythm.

After a girl becomes a member of the Pepperetts, the merit system will be used to safeguard the organization from those girls who are not dependable. An accumulation of demerits will automatically eliminate these girls from the organization. There should be at least five substitutes to fill the places of the girls who will be eliminated for one reason or another.

Care must be exercised so that the activities of the Pepperetts will not conflict with other activities.

Each member will be encouraged to offer suggestions of the actual drills used.

This program must have the full support and cooperation of the entire school faculty personnel if it is to enjoy the success possible in achieving the ultimate goal of perfection.

# The three big things to look for in the ath- letic equipment you buy

## QUALITY...

Our standards of quality have been determined through years of experience with athletic goods in use, and these standards are rigidly maintained. Only the finest materials are selected for Rawlings products.

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EXPERTS IN  
ATHLETIC EQUIPMENT



AWARDED  
Oct. 16, 1943

# BASKETBALL SUMMARIES

## Southern Conference

By EDDIE CAMERON, Chairman, Tournament Committee

THE Southern Conference Tournament was played this year in Raleigh, on February 24, 25, and 26. The teams were not as evenly matched as in past years. The race in the Southern Conference each year to determine which eight of the sixteen teams compete has made it a very interesting tournament. Frequently, the last game played a few days previous to the tournament decided which team should enter. Naturally, this made the competition very keen. It also had a tendency to make the tournament more exciting. This year, North Carolina and Duke perhaps had stronger teams throughout the season, and as there were only eleven teams playing in the Conference this year, the competition for the eight places was not as keen. However, the tournament developed into an interesting one. It was generally agreed by coaches that the best game of the tournament was the opening game between V. P. I. and Davidson. V. P. I. finally, by virtue of a long shot or two, managed to beat Davidson, 38 to 24.

Another interesting game was the final Duke-North Carolina game. North Carolina had previously beaten Duke twice, 37 to 33, and 39 to 30, while Duke had beaten North Carolina once by one point on their own floor. Naturally, it made an interesting build-up for the final game to see who would win. Duke got off to a good start. They were particularly effective on their set shots. This was very disconcerting to North Carolina's zone defense, which had twice before during the season been



DUKE UNIVERSITY BASKETBALL SQUAD—SOUTHERN CONFERENCE CHAMPIONS, 1944

Front row, left to right: George Baltisaris, Bill Wright, Bill Bailey, Bob Gantt, Gordon Carver, Kenny Turner, John Hyde, Harry Harner, Wright Hollingsworth.

Second row: Eugene Bledsoe, Curtis Beall, Kelly Mote, James Bruce, Sammy Gantt, Sydney Larkin, Dick Gilbert, Robert Metzler, Howard Hartley, Dewitt Shy.

successful in stopping these same shots. Duke won, 44 to 27. The margin of victory was built up by a combination of set shots and quick breaks. North Carolina shifted to a man-to-man defense late in the game.

The outstanding performers of the tournament—that is, those selected as all-tournament by the sports writers—were:

### United Press

Carver	Duke
Wright	Duke
Mock	U. N. C.
Box	U. N. C.
Harner	Duke

### Associated Press

Mock	U. N. C.
Box	U. N. C.
Frederick	V. P. I.
Carver	Duke
Wright	Duke

The most important thing about the 1944 tournament, it seems to me, was the willingness of the members of the Conference to cooperate in

putting on a tournament. Richmond came to the tournament minus some of their best performers on account of a Navy V-12 exam, and William and Mary brought a team which did not include some of their best players during the season because of a rule which prohibits Army trainees from leaving the campus. Other teams were also not at full strength, but the fact of the willingness of all of these schools to take part in the tournament made it a success. The rivalry and enthusiasm were keen. The coaches and fans who attended felt that the tournament was well worth while.

### TOURNAMENT RESULTS

#### First Round

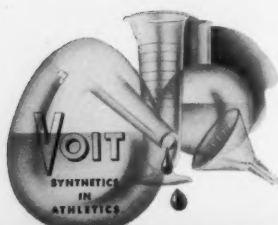
Richmond 41, North Carolina 62.  
Davidson 34, V. P. I. 38.  
N. C. State 42, Maryland 23.  
William and Mary 25, Duke 68.

#### Semi-Finals

North Carolina 39, V. P. I. 24.  
N. C. State 32, Duke 40.

#### Finals

North Carolina 27, Duke 44.



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# Southeastern Conference

By EARL RUBY

**T**HE University of Kentucky won a curtailed war-time Southeastern Conference basketball tournament at Louisville during the first week in March, defeating Tulane in the final game by 62 to 46.

Only six teams were entered and only Tulane and Georgia Tech were conceded an outside chance against the tall athletes of Adolph Rupp, who were quoted at 1 to 4 odds in pre-tournament talk.

The Wildcats whipped Georgia in the first round by 57 to 29, and Georgia Tech downed Vanderbilt by 63 to 51.

In the semi-finals Tulane upset Tech by 66 to 55, and Kentucky erased L. S. U. by 55 to 28.

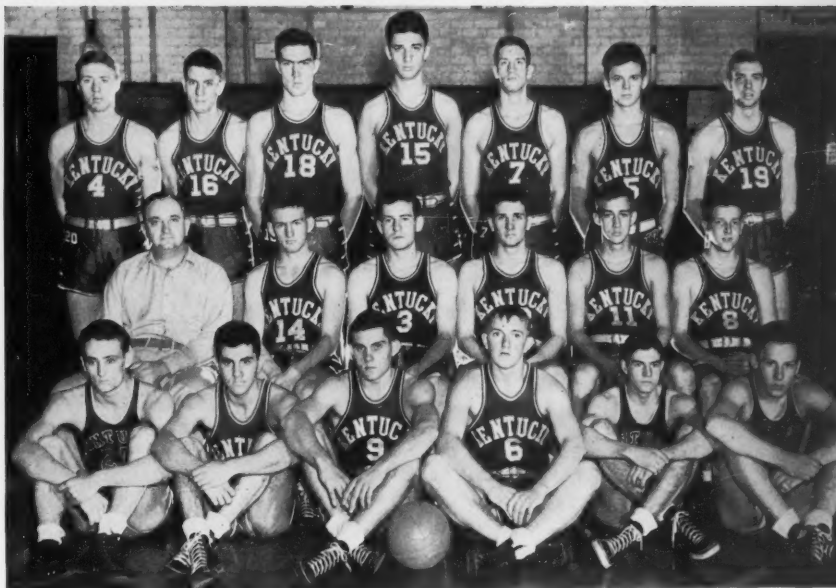
The early games drew approximately 3,000 spectators and the final contest attracted more than 4,000. This was considerably off from the record-smashing crowds which had marked the meet since it was transferred to Louisville, but was far from disappointing, everything considered.

The triumph was Kentucky's sixth in the eleven Southeastern Conference tournaments. 'Tennessee, which was unable to defend the title it won the previous year, has captured the championship three times, Alabama once, and Georgia Tech once.

The tournament was first held in the Auditorium in Atlanta in 1933. After two years it was dropped for one season and revived at Knoxville in 1936. It was taken to Baton Rouge in 1938, back to Knoxville in 1939, and then to the Armory in Louisville in 1941.

Kentucky played contrasting styles of offensive ball against Tulane in the deciding game this year. In the tenaciously-fought first half, which ended with the Wildcats ahead by 26 to 18, Rupp's rambler's shot far down court and followed up vigorously to weaken the tight Tulane zone defense. Seven of their 11 first half goals were long shots and Parkinson pitched five of them. The other four goals were follow-ups.

In the second whirl, the Kentuckians switched to a fast-break, and before Tulane could set its guns the Wildcats were in front by 35 to 20. Tulane hurriedly changed to a man-to-man defense, but there just wasn't any stopping the Baron's boys then, and Tulane never was able to tighten the margin.



UNIVERSITY OF KENTUCKY BASKETBALL SQUAD—SOUTHEASTERN CONFERENCE CHAMPIONS, 1944

Front row, left to right: Ed Allen, Rudy Yessin, Glen Parker, Charles Fox, Bob Stamper, John Brown.

Second row: Coach A. F. Rupp, Walter Johnson, Jack Parkinson, Nate Buis, Don Whitehead, Harry Gorham.

Back row: Tom Moseley, Wilbur Schu, Bob Brannum, Truitt DeMoisey, Bill Cravens, Jack Tingle.

Trophies were presented by W. A. "Bill" Alexander, respected mentor from Georgia Tech, who, with Bernie Shively of Kentucky, and John Barnhill of Tennessee, formed the tournament committee.

## ALL-SOUTHEASTERN

First Team: Athas, Tulane, forward;

Paxson, Georgia Tech, forward; Brannum, Kentucky, center; Tingle, Kentucky, guard; Parkinson, Kentucky, guard.

Second Team: Schu, Kentucky, forward; Lorio, Tulane, forward; Taylor, Tulane, center; Broyles, Georgia Tech, guard; Hoskins, L.S.U., guard.

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## Louisiana Tournament

By HAP GLAUDI



JESUIT HIGH SCHOOL BASKETBALL SQUAD—LOUISIANA CLASS A CHAMPIONS, 1944

Front row, left to right: Ralph Caballero, Peter Finney, Vincent Greco, Kirby Bernich, Joe Groetsch, Capt. Norman Hodgins. Back row: Claude Perrier, Tom Whittaker, Ray Coates, Harold Gilbert, Tom Garvey, Hugh Oser.

### Class A

THE Jesuit High Blue Jays continued their winning ways in Louisiana prep school athletics and followed their conquest of the New Orleans and Louisiana football championships by repeating as the kings in basketball.

The Jays completed an undefeated season against prep school competition by routing their home town rivals, St. Aloysius, by 55 to 20, in the finals of the State cage tourney at Louisiana State University on March 11. Jesuit won 12 consecutive games in the New Orleans Prep League and then copped four in the tourney. The Jay team, coached by Gernon Brown, suffered but one defeat during the season, and that to the Armed Guards in the Southern AAU tourney.

Jesuit, in winning, extended the State Class A cage title streak of New Orleans' cage representatives to four, St. Aloysius having won in 1941 and Holy Cross College in 1942 and '43.

### Class B

In the Class B tourney, also staged at LSU, the Zachary Broncos had little difficulty dusting off Coushatta, 62 to 35. The Broncos, who sought a playoff with the higher bracketed Jesuit quint, won 49 out of 50 games played, four of which came in the State tourney.

State tourney officials this year selected All-State squads instead of the customary All-State fives. The selections for both the Class A and B divisions follow:

### Class "A" All-State

Wally Jones, Baton Rouge, forward.  
Eddie Clay, St. Aloysius, forward.  
Norman Hodgins, Jesuit, forward.  
Tommy Whittaker, Jesuit, forward.  
Alvin Brown, Harris, forward.  
Albert Sanders, Baton Rouge, center.  
Anthony Chetta, St. Aloysius, center.  
Harrell Collins, Baton Rouge, guard.  
Bill Sommers, St. Aloysius, guard.  
Ralph Caballero, Jesuit, guard.  
Gene Simmons, Istrouma, guard.  
Ray Coates, Jesuit, guard.

(Caballero named captain of team and Sanders selected as tourney's most valuable player.)

### Class "B" All-State

Hall, Coushatta, forward.  
Latham, Converse, forward.  
Watts, Central, forward.  
Adcock, Coushatta, forward.  
D. Hunt, Zachary, center.  
W. Abney, Slidell, center.  
Langley, Zachary, guard.  
L. Hunt, Zachary, guard.  
M. Wallace, Simpson, guard.  
Lester, Coushatta, guard.

(Hall named captain of team and Hunt selected as most valuable player.)

# Alabama Tournament

By FRED ADAMS



SCOTTSBORO HIGH SCHOOL BASKETBALL SQUAD—ALABAMA CHAMPIONS, 1944

Front row, sitting: Hembree, manager. Front, kneeling: Coach O'Brien, G. Stewart, Roy Collins, H. Parks.

Back row: Roy Anderson, G. Zeigler, Haskel Little, Prof. Holloway.

**T**HE State tournament at Tuscaloosa on March 10-11 was the climax to one of Alabama's most successful high school basketball seasons.

The results of the tournament might indicate that the northern end of the State turned out the classiest quintets. Scottsboro, of the Eighth District, took the crown by eliminating Lexington, of the Seventh, 32-29, in an all-North Alabama final.

It was the third State title that Coach Guy O'Brien had brought home for the Eighth District, his teams having previously won the title in 1934 and 1938.

Selma, of the Third District, won third place in the State playoff by defeating Ramsay, of Birmingham, 48-14.

Lexington had entered the final contest by providing the major upset of the tournament by winning from Selma, pre-tourney favorite, in the semi-finals.

The Selma squad, incidentally, compiled an amazing season's record, one that easily put them in the role of tournament favorite. Undeclared, the team piled up a total of 1,442 points against 488 in 27 games for an average of 50.4 points per

game to opponents' 17.8.

Another unusual sidelight of the season was Coach Jules Davis, 19-year-old youth putting Luverne High into the State playoffs for the first time in the history of the school. Sellers Stough, secretary of the Alabama High School Athletic Association, said that as far as he knew, Davis was the youngest coach ever to enter a team in the tournament. 4-F in the draft, Davis serves as athletic director at Luverne. His team fell to Ramsay in the opening round of the playoff.

The all-State prep team, selected soon after the tournament finals, stacks up as follows: Dyson Hamner (Selma), forward; Wallace Thompson (Lexington), forward; Haskel Little (Scottsboro), center; Glenn Daniel (Selma), guard; Joe Hicks (Ramsay), guard.

Woodlawn, of Birmingham, 1943 champion of the State, was defeated by Ramsay in the quarter-finals of the Fifth District playoff. Selma and Scottsboro finished second and third, respectively, last year behind Woodlawn.

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## Georgia High School Tournaments

By CHARLIE ROBERTS

**C**OACH Alex Truitt's Columbus High Blue Devils had to come all the way to Atlanta to break the jinx that Jordan High, their inter-city rival, had held over them for two long years, but Devil supporters one and all admit it was worth the trip, for the prize was a big one—the Georgia Interscholastic Athletic Association basketball championship of 1944.

The association's annual tournament, held in Atlanta, February 24-26, for the first time in many years, came to a dramatic climax when Truitt's "Whiz Kids" nipped their neighbor school, 29 to 27, in the finals, after the Jordan team, tutored by B. F. (Shorty) Register, and making an attempt to defend its crown won last year, had compiled a record of five wins without a defeat against Columbus High over a two-year span.

The meet, which played to a capacity crowd at Henry Grady court for three successive nights, was sponsored by Boys' High, Tech High, Marist and North Fulton High schools. The two Columbus quintets, Boys' High, of Atlanta, and Lanier High, of Macon, were the seeded entries with no clear-cut favorite in sight.

Only one notable upset was registered, that coming when Atlanta Tech High went all out for Coach Hub Dowis to overcome Lanier, 35 to 31, in the second round. A blistering finish turned the trick.

Jordan High rolled over Tech High, 41 to 31, in one semi-finals game, and Columbus shaded Boys' High, 34 to 31, after Coach R. L. (Shorty) Doyal's Atlantans had led most of the route. The latter game, the Tech High-Lanier game and the finals between the two Columbus entries, produced enough thrills for a dozen tournaments. A strange feature of the finals was the fact that Columbus was never behind despite the fact from one to three points separated the clubs most of the route.

In pre-tournament play, Jordan led the loop with a won 12, lost three record, while Boys' High and Columbus trailed closely with identical 11-3 marks. Until the tournament, Jordan had lost to none except Atlanta quintets—Boys' High twice, Tech High once.

**The Coaches' official All-G.I.A.A. team was made up of Raymond Echols, Boys' High, and Billy Williams, leading asso-**

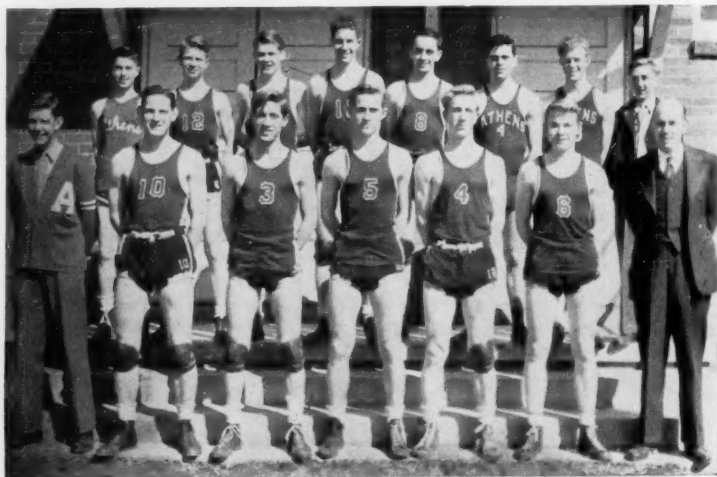


COLUMBUS HIGH SCHOOL BASKETBALL SQUAD—G. I. A. A. CHAMPIONS, 1944

*Sitting: Arenowitch, manager. Front row, kneeling, left to right: Mathews, Jackson, Skipworth, Stewart, Kinnett, Haywood. Back row: Williams, Newman, Henderson, Patterson, Flowers.*

ATHENS HIGH SCHOOL BASKETBALL SQUAD—CLASS B CHAMPIONS, 1944

*Front row, left to right: Manager Doolittle, Owens, Bradberry, Harvill, Burch, Wheeler, Coach Hickman. Back row: Tubbs, Hinton, Massey, Scott, Wier, Erwin, James, Mgr. Coursey.*



ciation scorer from Jordan, at forwards; Jim Nolan, six foot seven inch Lanier ace, at center, and George Skipworth, Columbus, and George Mendenhall, Jordan, at guards.

George Matthews and Claud Jackson, both of Columbus; Jimmy Castleberry, of Boys' High; Calvin Burgham, of Lanier, and Jim Gullett, of

Tech High, were chosen on the second team.

A separate all-tournament team was named and included George Matthews, Claud Jackson and George Skipworth, all of the winning Columbus five; Billy Williams, of Jordan, and Jim Nolan, of Lanier.

(Continued on page 29)

**Tournament Scores**

Commercial High 30, Benedictine 28.  
 Richmond Acad. 33, N. Fulton 17.  
 Marist 44, G. M. A. 28.  
 Lanier 41, Savannah 31.  
 Jordan 39, Commercial 22.  
 Columbus 46, Marist 31.  
 Boys' High 59, Richmond Acad. 23.  
 Tech High 35, Lanier 31.  
 Jordan 41, Tech High 31.  
 Columbus 34, Boys' High 31.  
 Boys' High 50, Tech High 26 (consolation).  
 Columbus 29, Jordan 27.

**N.G.I.C. Tournament (Class B)**

In marked contrast to the G.I.A.A. meet was the North Georgia Interscholastic Conference tournament (March 1-4), in which Athens High, one of the seeded entries, ran roughshod to the crown by trampling North Fulton, 39-18, Marietta, 36-18, and Druid Hills, 56-18, on successive nights.

There was some close-spirited basketball in the meet, which was held on the Atlanta Fulton High court, where capacity crowds attended nightly, but it just happened

that Coach L. C. Hickman's champions were not called upon to extend themselves severely to gain the title, which had been won by Decatur Boys' High the year before.

Coach Harrison Anderson's Marietta Blue Devils might have made an issue of it but were handicapped by the loss of Fred Hamby, their towering center, who had the mumps. Coach Bill Badgett's defending champs bowed to Steve Brown's Druid Hills, a team they previously had trimmed in the Fifth District finals, in the semi-final round of the N. G. I. C. ruckus, by a 26-16 count.

An all-star squad of ten men was named from the conference by its coaches, who did not divide the players into first and second teams. Athens, Marietta, Decatur and Druid Hills each placed two men, and West Fulton and Hapeville players took the other two berths.

Charles Burch and Buck Bradberry were the Athens stars named. Marietta countered with Harwell Stovall and Fred Hamby. Palmer Ferguson and Billy Hodges were Decatur's pair, and Louie

Bowen and Ben Copeland were named from Druid Hills. Fred Burdette, of West Fulton, and Bobby Hayes, leading pre-tournament scorer from Hapeville, were the others making the all-star outfit.

Besides Bradberry and Burch, Athens' starting five included M. B. Wheeler, Morgan Harvill and Charlie Owens. They composed as fine an all-round club as the N.G.I.C. has seen in some time. They dropped only two games all year, one to Hartwell and one to Gainesville. They drubbed the latter later. Marietta was unbeaten in pre-tournament conference tilts.

**Tournament Scores**

Marietta 36, Russell 29.  
 North Fulton 35, LaGrange 25.  
 Commercial 31, Marist 30.  
 West Fulton 33, College Park 25.  
 Decatur 29, Fulton 19.  
 Athens 39, North Fulton 18.  
 Marietta 41, Hapeville 22.  
 Decatur 29, Commercial 23.  
 Druid Hills 24, West Fulton 21.  
 Athens 36, Marietta 18.  
 Druid Hills 26, Decatur 16.  
 Athens 56, Druid Hills 18.

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## Mid-South Tournament

By C. M. S. McILWAINE  
Secretary, Mid-South Association

**C**OACH Andy Bebb's alert Tennessee Military Institute five, top seeded in the tournament, fought off the challenge of a rangy dark horse Battle Ground Academy team which had already upset two seeded entries to reach the finals, winning the 1944 Mid-South Basketball Championship by a thrilling 32 to 30 win. The Sweetwater Cadets were paced by their captain and center, Dale Bowyer, who made the all-tournament team last year, and was a unanimous choice on this year's all-star five.

The Mid-South tournament was held March 2, 3, and 4 in the Central High School gym, Chattanooga, with 11 teams competing. Tennessee Military Institute of Sweetwater, Tenn., with a record of six wins and one loss during the season, drew the top spot, with the defending champions, Castle Heights Military Academy, of Lebanon, Tenn., with ten wins and two losses, both at the hands of T. M. I., ranked second. Sewanee Military Academy of Sewanee, Tenn., and McCallie School of Chattanooga, drew the other seeded berths. Other competing teams were Baylor and Notre Dame of Chattanooga, Columbia Military Academy of Columbia, Tenn., Darlington School of Rome, Ga., Battle Ground Academy of Franklin, Tenn., Morgan School of Petersburg, Tenn., and Riverside Military Academy of Gainesville, Ga.

In the first round, Morgan played Castle Heights on even terms for three quarters before fading in the final period to lose 42 to 33. In the next game Baylor led S. M. A. through half of the third period, when the Tiger attack started clicking and Sewanee pulled away to a 32-21 win. In the night's finale, T. M. I. led Riverside, soon after the half, by a 25 to 13 count, only to have the Georgians pull up within one point at 29 to 28, after two starters fouled out. The Cadets had enough left, however, to pull away from a tiring Riverside team, and win, 42-33.

In quarter final play Friday, three of the seeded teams found little difficulty in rolling over the opposition, with T. M. I. beating Darlington, 43-24, Castle Heights downing Columbia, 44-21, and McCallie winning over Notre Dame, 48-20. In the other game, B. G. A. beaten twice



T. M. I. BASKETBALL SQUAD—MID-SOUTH CHAMPIONS, 1944

Front row, left to right: Clark, Pender, Captain Bowyer, McCrary, Gannon. Back row: Coach Andy Bebb, Minnis, Bumpus, Wleklinski, Mayes, Lockhart.

during the season by S. M. A., threw up a zone defense which baffled S. M. A., and won, 28 to 25, despite the fact that Ken Cochrane, Sewanee ace, scored 12 points.

In Saturday afternoon's semi-finals, the Battle Ground five showed that their win over S. M. A. was no flash in the pan, by nosing out the highly regarded Heights team, 36-35, in an overtime game. Castle Heights, with two all-Mid-South stars, Pat Parker and Ernest Eversole, back from the 1943 outfit, was rated at least a co-favorite with T. M. I. for the title. B. G. A. took a four-point lead, but Heights came back with eight quick points, and things looked bad for B. G. A., but Bob Harris, 6 foot 6 inch center, and Billy Maiden, a sharpshooting guard, scored five baskets in the second quarter and B. G. A. led at the half, 17 to 11. At the third quarter, B. G. A. still led, 29 to 24, and when it seemed that the game was won, some careless ball handling on the part of B. G. A., and three quick baskets by Pat Parker, tied it up at 35 all. In the extra period, Harris' free throw was the only point scored, though each team had several good chances.

In the other semi-final, T. M. I. got off to a slow start against McCallie and were behind 11 to 6 when they came to life and scored eight points to lead at the half, 14 to 11. At the third quarter, it was 20 to 15 in the

Cadets' favor, and the final score was 33 to 26, with McCrary leading T. M. I. with 13 points, and Wemyss scoring 17 for McCallie.

The final game was a see-saw affair, with the lead constantly changing during the game. T. M. I. took a 5-point lead, but B. G. A. fought back to an 8 to 7 lead at the quarter. At the half T. M. I. had forged ahead 15 to 14, but B. G. A. was back in the lead, 25 to 22, at the end of the third quarter. Four straight field goals by Bowyer, Pender, Clark and Gannon gave T. M. I. a 30 to 25 lead, but B. G. A. was not yet through. Alexander and Jackson made free throws, Alexander sneaked in for a crip, and Jackson tied the score with a free throw with a minute and a half to go. Both teams missed chances and then, as everyone looked for another overtime game, McCrary sank one as the whistle blew.

Quarterfinal losers played a consolation round, with S. M. A. beating Notre Dame, 32-21, and C. M. A. beating Darlington, 45-31. In the consolation final, C. M. A. beat S. M. A., 39-28. In a game for third place between the losing semi-finalists, Castle Heights took McCallie, 51-35.

Two players, Dale Bowyer of T. M. I., and Pat Parker of Castle Heights, were unanimous choices on the all-tournament team. Bob Harris of B. G. A., and Ken

(Continued on page 33)

# Florida High School Tournaments

By ARNOLD FINNEFROCK

## Class A

**A**LTHOUGH new 1944 Florida interscholastic basketball champions were crowned, the Lower East Coast for the second straight year produced the State's Class A and Class B title-winning quintets.

Coach Clarence H. Dreppard's unseeded Miami Senior High Stingarees won the Class A crown in the tournament at Tampa, defeating fourth seeded Plant of Tampa, 45-26, in the finals, while the Vero Beach Indians captured the Class B title in the tourney held in Seabreeze High's gym at Daytona Beach with an upset 41-38 triumph over Homestead, the defending champs, in the final round.

En route to the finals, the Stingarees bowled over Jefferson of Tampa, 51-23; Leon of Tallahassee, 44-40, and Pensacola, 48-29.

Fort Lauderdale, 1943 champs, were eliminated in the first round by Landon of Jacksonville. The Flying L's had beaten Miami Senior, 25-24, in the finals of the No. 4 Region tourney.

**Three Miami cagers, Skibsted, Bierer and Youmans, made the All-State squad. Other players chosen were Gruetzmacher, Plant; Escobar and Eckart, Hillsborough; Malsberger, Leon; Anderson, Malone; Juan, Jesuit, and Gordon, Landon.**

Coach Dreppard, a graduate of Potomac State Junior College and West Virginia Wesleyan, coached at Shenandoah Junior High of Miami before taking over the duties of cage mentor at Miami Senior. This was his second season as coach of the Stingarees.

Most observers agreed Miami Senior had by far the best team in the State tournament.

## Class B

Although Vero Beach lost only one game during the regular season, the victory scored by the second seeded Indians over the top seeded Homestead five in the Class B finals was a big surprise.

Vero Beach was hard pressed all the way, beating Duncan U. Fletcher, Jacksonville Beach, 45-32; Greenville, 39-35, and Pompano, 33-31. Homestead won its early tournament tilts decisively.

**W. Stubbs was the only Vero Beach cager chosen for All-State. Others selected for the squad were Lott, Sullivan, Fort, and Bishop, all of Homestead; Tous,**

**Bolles (Jacksonville); Sanders, Pompano; Page, Greenville, and Davis, Tarpon Springs.**

Harold C. Mossey is coach of the Vero Beach team, this being his first year at the school, which did not have a quintet last season. Mossey, a former Ottawa, Ill., High athlete, engaged in football, track, basketball, and baseball at Butler University in Indianapolis, Ind.

After graduating at Butler, he remained at the school as assistant coach under Tony Hinkle, now a lieutenant in the Navy and head coach and athletic director at the Great Lakes Naval Training Station.

Mossey left Butler last June when it suspended athletics for the duration.

Winning teams in the various conference tournaments which preceded the qualifying meets that determined the fields for the two State tests, were:

Big Ten, Hillsborough of Tampa; Northeast Florida, Leon of Tallahassee; South Florida, Jesuit of Tampa; St. Johns, St. Joseph's of Jacksonville; Indian River, Vero Beach; Ridge, Haines City; Central Florida, Umatilla; Gulf Coast, St. Leo, and Suwannee, Branford.

St. Leo also won the State Catholic tournament played in Miami.

Leon of Tallahassee had not suffered a defeat at the hands of a prep rival until it lost in the second round of the State Class A tournament to Miami Senior.

A. P. Godby, coach of Leon for many years, has announced his resignation, effective at the end of the school year, to seek the Democratic nomination for superintendent of county public instruction.

Coach J. Price Leeper is having a successful year at Tampa's Plant High School. He got his cage team into the State A tournament finals after having won the Big Ten Conference grid crown last fall.

## GEORGIA HIGH SCHOOL TOURNAMENTS

(Continued from page 26)

Players who stood out in particular but who did not make any of the honorary teams were Tommy Touchstone, of Boys' High, who tallied 30 points in the tournament games; Bill Abell and Joe Harrell, Jordan forwards, who were heavy scorers in tournament frays; and Jerry Doyle, of Marist, who counted 17 points while playing only a half against G. M. A.

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## EXTRA-CURRICULAR ACTIVITIES

(Continued from page 8)  
ed with rules and regulations of the school.

The "J" Club was organized for the purpose of creating an understanding among the boys who show their athletic ability. To be eligible for membership one must have earned a letter in any major sport, such as football, basketball, baseball, track, tennis, and swimming. For the purpose of getting material for the physical education department, the club sponsors a series of dances held in the gym during football season.

The Girls' Athletic Association is open to any girl who is interested in sports and in the promotion of better sportsmanship. One of the purposes of the club is to produce a greater interest in athletic activities. Any girl who receives enough points by playing games, being on a winning team, or in other numerous ways, receives a letter "J."

A shield and torch, typifying learning and security, is the emblem of the **National Honor Society**. Scholarship, courage, leadership, and service are the four cardinal objectives. With these ideals to guide them, the members of this club have made the Honor Society one of the most notable groups in Jackson. The mem-

bership in this club consists of students who have earned honor grades for three semesters since entering this school. In an organization of this kind, activities are necessarily limited; nevertheless, the Society has striven constantly to aid school morale.

Another honorary society which has been organized in Andrew Jackson is the **Quill and Scroll**, an international honorary society for high school journalists. This group has selected the chapter name, William L. Shirer, in respect to an eminent newspaper man.

Devoted to the purpose of relieving suffering and dedicated to aiding those less fortunate than themselves, the Andrew Jackson chapter of the **Red Cross** is directly tributary to the Jacksonville Society of the American Red Cross and cooperates with it in all the drives.

One of the most practical clubs of Andrew Jackson is the **Co-op Club**. One can see by its name, which stands for cooperation, that the purpose of this club is to help students. Any student who wishes to find employment during his high school career, may do so by joining this club. Other than outstanding in business life, this organization has been prominent in the social life of the school.

The **Debaters' Club**, one of the more educational clubs of the school, has done much in the development of character among the members. This organization develops one's speaking voice, appearance before the public, and teaches the fundamentals of debating.

With the purpose in mind of promoting greater interest in the language, the life and customs, the art, the history and literature of all Spanish-speaking countries, students of the advanced Spanish classes organized **El Circulo Panamericano**. To provide various types of Spanish entertainment, the **Las Estrellitas Club** was formed.

To promote a better feeling between the over-age students and the school, the **Old Timers' Club** was formed November 3, 1939, for boys who have been in Andrew Jackson for more than three years.

A club organized to encourage the students in furthering their interests in chemistry is the **Chemistry Club**.

A group of students interested in improving their artistic abilities have formed an **Art Club**.

The **Andrew Jackson Orchestra** finds its functions in all school activities. It furnishes the instrumental back-

ground for the graduation exercises, Senior Class Night, Christmas pageant, and countless other occasions. Students desiring to learn an instrument are given free instruction and in many cases the instrument is loaned to the pupil for this purpose.

As a representative in the musical field of Andrew Jackson, the **band** has been quite prominent on many occasions. Its snappy arrangements and its bright red and white uniforms brightened every football game. Its scope is not, however, limited to athletic occasions, for it has played on numerous programs throughout the city.

Preceding the band in many of its appearances is a competent group of baton-twirlers known as the **Majorettes**. Assisting the band and the **Majorettes**, a splendid drill team, the **Pepperettes**, adds zest and picturesque-ness to the football season.

With the training and knowledge received in the Music Department, the students have formed a **Glee Club**. The chorus has appeared at several church services showing their unusual ability as a choir. They have sung for the Jackson radio programs over local stations.

Representing the Young Men's Christian Association in Andrew Jackson are two chapters of the **Hi-Y Clubs**. Both chapters are active in school affairs. The Young Women's Christian Association, in the same manner, is also represented by two chapters.

Students showing dramatic ability are asked to join the **Dramatic Club**. This group presents short plays and skits from time to time for school entertainments.

## DEFENSE AGAINST A BALANCED LINE

(Continued from page 11)

We changed this entire set-up inside our ten-yard line and usually used a 7-2-2.

We held to the theory that you cannot be beaten very badly as long as the dangerous ball carriers are kept inside. So our prime objective was to eliminate long runs. We were fairly successful in accomplishing this, as our opponents' longest runs from scrimmage were one for seventeen yards in one of our Lee games and another for the same distance by Plant. No other plays from scrimmage were over twelve yards.

I do not recommend this as a standard defense, game in and game out, for any team. But I believe that it is something that will give a few worries and a bit of trouble to teams using a balanced line on offense.



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**THE HURDLES***(Continued from page 9)*

10. It may be necessary to drop the head to get the proper balance.

a. Should land with a sprinting angle.

b. As the front leg goes down the rear leg comes up.

11. Don't try to hurry the rear leg in getting over the hurdle too fast. It will cause improper balance in landing.

12. Front leg is dropped naturally and rear one swung properly to the side, as it will go straight ahead for the next full stride.

13. Hurdle clearance should be a stride effect, not a jump.

a. See that the body does not float.

b. See that the body does not bob.

c. Highest point of clearance is directly over the hurdle.

14. If having trouble on takeoff or first hurdle, it may be necessary to chop or lengthen the first step.

15. After form work, cover three or four hurdles for speed. Best hurdlers are usually good sprinters. Should practice starts with dash men.

16. There are usually 7 or 8 strides to first hurdle.

17. Sometimes it may be necessary to change position of the feet at the start in order to get the right steps to the first hurdle.

18. Most hurdlers are required to stretch the 6th, 7th, and 8th strides in order to be in a position to clear the first hurdle.

19. Usually three strides are taken between hurdles.

20. The eyes should be focused up the track, rather than on the next hurdle. The hurdler should never look to the side.

**The Lower Hurdles**

1. The number of strides to the first hurdle is usually ten.

2. The takeoff is farther away than that of the high hurdles, and the landing is closer.

3. The body lean is not so great and is taken in more of a running stride.

4. The knee of the leading leg is not lifted so high. Arm actions vary.

5. The strides between are usually 7.

6. Use the arms vigorously.

7. Cut the leg down close beyond the hurdle.

8. Do not float or sail over the hurdle.

9. Do not dip too much over the low hurdles.

10. Go at the hurdle straightforward.

11. Relax the body. Look straight ahead.

12. Run at top speed over the first two hurdles.

13. Warm up well at top speed over three hurdles before the race.

14. Do not slow up, but lunge at every hurdle.

15. Strive to get back on the ground as soon as possible after every takeoff.

16. Ease up a bit after the first two or three hurdles, relax, and stretch

out the stride without cutting the speed to the eighth hurdle.

17. Drive hard with the arms, and sustain the length of the stride over the last three hurdles to the finish.

18. Maintain the body lean until over the last hurdle. Finish, for someone may be disqualified.

19. Arrive at the track in time to warm up properly.

20. Sit down and rest a few minutes before the start of the race.

That feeling of confidence, when your softball hitters step up to the plate with a Louisville Slugger, is one of those intangible but important things that makes champions. It always pays to play with the best!

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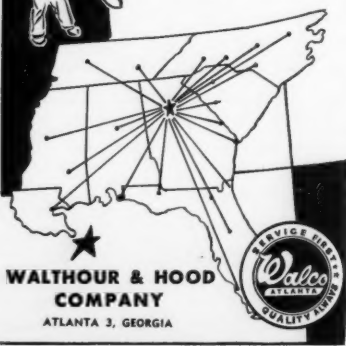


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## The Tale Of Two Letters

Note from your National Office: Space for these uncensored, somewhat personal, and strictly off-the-record comments was filched by the undersigned when the Editor's back was turned. Any character resemblance to the reader or to his state officers is purely intentional and with malice aforethought.

Signed: H. V. PORTER,  
National Federation Secretary.

**Y**EARs ago, come Wednesday, the writer was a State Association officer. In that year, the Association staff and the Board of Control worked at a pace which all but stripped a gear and busted a couple of buttons. State-sponsored meets were planned in detail. Knotty problems in eligibility rules were tackled. Articles for the Association Bulletin and circulars were evolved through use of literary sweat and midnight current. Isolated school activity theories were crystallized into workable policies. Individualistic officiating practices were hammered into a unified organization. Machinery was set up to insure sports research, athletic injury protection, and proper execution of the thousand details that attend state-wide activity involving many individuals. In one-syllable words, the Association's hired help and the "dollar a year" board members had been eating their vitamins and doubling on the swing shift to put the Association in the E award class.

On that Wednesday, Uncle Sam's courier brought a V (for vitriol) letter from a chronic monkey-wrench-slinger who packed more insults into two asbestos coated sheets of Harmermill than Harold Ickes puts into a pre-election political broadside. It was down in black and white that the track assignments had a bad smell—the tournament officials last month were only one notch above Adolph—a recent eligibility decision was a new low in monkey business—and the State Association officers had other distorted quirks. These were the opinions (uninhibited) of one man—but coming in a strenuous, nerve-trying week, it had a depressing effect—as if the whole state were shooting its wolf-pack barbs through this bazooka mouthpiece. It created the sensation of being adrift in a vast expanse and battling the elements alone.

Thursday brought a friendly hail. In Principal William Montgomery's (the name is fictitious) district a

business man had deviated from tradition by stopping to comment on the managerial efficiency in the recent local tournament. The lift which Bill received set him to thinking—and, believe it or not, he deviated from tradition by acting. Ergo—the letter which came to the state office on Thursday. It had no particular literary merit—but in your narrator's book it ranks a plus. It mentioned a couple of articles in the Association Bulletin (proving that at least one man had read that issue), and expressed appreciation for the efficient functioning of the State Association program. Condensed to dot and dash brevity, it flashed the message that Bill was on the State Association team, knew the plays, and was ready to function if his signal should be called.

It was one man's opinion, but it had the effect of echoing the views of a host. There were other Bills on the team—with sleeves rolled up and just waiting for their signal. No one put this idea into words, but it was reflected that day in the attitude of the whole Association staff. It gave a lift to the Editor, who seldom knows how his readers react to his articles or even whether he has any readers—to the eligibility arbiter who hears only from those who disagree with his decisions—to the council in charge of the official's work—to the office girls who organize the communications and statistical material into a form for easy understanding and speedy distribution—to the Board of Control members who unselfishly serve their fellow schoolmen and value their friendly regard, but keep their fingers crossed.

That was a day to remember. A busy co-worker was not too busy to flash a message which, stripped of its trappings, said: "In your work in promoting the welfare of the schools—I am with you."

**POST-WAR ATHLETICS***(Continued from page 19)*

and energy of all who play it, and this is well if it is properly conducted. I think of it as being properly conducted when it is being played in such a way that it emphasizes and idealizes ennobling concepts of sportsmanship, fortitude, teamwork, personal sacrifice and loyalty, and when such competition, furthermore, is under high scholastic requirements which apply uniformly and strictly to all students.

I have said from time to time that the athletic coaches in a university should not fear the loss of their positions as coaches for failure to have winning seasons, or for failure even to enjoy the technical confidence of business and professional men and women who should not be expected to know any more about the technical aspects of the coach's job than he would know about theirs. No university coach should be in any way fearful of his job as long as his work, craftsmanship, ideals, spirit, outlook, standards of sportsmanship, management and the like are consistent with that which should be expected of a university's pattern of competition. You will notice that I said a university's pattern, i. e., the pattern of an educational institution in competitive sport.

Intercollegiate sports constitute a fine undertaking. They may be justified on the basis of many considerations. There are those who would, however, by their intense desire to win at all cost, destroy them. There are those who would wager on their fortunes and corrupt them. There are those who are irresponsible, who would undermine them. These are indeed threats, not confined to sports alone, for, I regret to say, they are threats of the times. As Americans we should be determined to cast these vicious un-American practices from us. It is unfortunate that a large part of the public has become too obsessed with the desire for victorious scores at the expense of all other considerations. Such a spirit should not be permitted to prevail. It will ruin us. It will cause our future teams their worst defeats. It is a perpetual loser of the finest things in athletics. When it has its way by having a victorious season "or else," it still loses. It would cause us forever to lose the finest thing that intercollegiate athletics affords.

**MID-SOUTH TOURNAMENT***(Continued from page 28)*

Cochrane of S. M. A. were not far behind in the balloting, with Billy Maiden of B. G. A. and Jack Gannon of T. M. I. tied for the fifth spot. On the second team were Woodrow Sisk and Ernest Eversole of Castle Heights, Billy Wemyss of McCallie, Ed Henderson of C. M. A., and Dave McCrary of T. M. I.

Cochrane of S. M. A. led the scorers with 58 points in four games, followed by Sisk of Heights with 51 and Parker of Heights with 50. Leaders who saw action in only three games were Henderson of C. M. A., with 40, Harris of B. G. A., with 39, Hedberg of C. M. A., with 37, and Wemyss of McCallie, with 33. Scoring by the T. M. I. players was well

distributed, with Bowyer getting 35, McCrary 27, Pender 26, Wleklinski 22, Clark 18, and Gannon 17.

The 1944 tournament marks the eighteenth in a row under the old T. I. A. A., which in 1932 became the Mid-South Association. For the past three years the tournament has been handled by the Mid-South Association. Previously it has been sponsored by the Nashville Banner, Vanderbilt University, and the University of Chattanooga. Castle Heights has won seven of the tournaments, with Baylor, McCallie, Father Ryan and M. B. A. winning two each. Central High, of Chattanooga, an invited team, won one meet, with Notre Dame winning one and T. M. I. winning this year.

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**POST-WAR SWIMMING POOLS***(Continued from page 15)*

gether with all necessary pipe connections to the inlets and outlets of the pool, as well as all component parts such as the water heater, chlorinator-ammoniator, and suction cleaner, should be designed to provide the required volume of recirculated water with a minimum of frictional resistance within a period of eight hours or a turnover ratio of three.

**Accessories.** Two 1-meter and one 3-meter diving boards of the Branstien type with automatic, adjustable fulcrums, should be located on, or above, the pool deck at the deep end of the pool, with the fore end of each board projecting over the water at least five feet. The 3-meter board is best mounted on a reinforced platform cantilevered on a column or suspended from the ceiling.

Scoreboards of the electrical flash-board type suitable to maintain running scores and a similar device for recording the decisions of fancy diving judges are quite desirable. Blackboards, bulletinboards, first-aid, and life-saving equipment are all valuable adjuncts of an extensive aquatic program.

A storage room for the accommodation of portable equipment should be located adjacent to the pool room to make possible the avoidance of cluttering up of pool decks with such material.

**Additional Features.** The construction of an underwater observation or coaching window is valuable in observing or photographing underwater movements in life saving, diving, and swimming, and is desirable in the teaching program. This should measure approximately 20 inches square and be located at one side of the pool in line with the end of the diving board and about 15 inches below the water level.

Underwater lights would seem to contribute only to the esthetic effect and contribute little to the supplemental values.

**Conclusion.** With increasing indications of the necessity for building many more pools in the post-war years, and the increasing recognition of the educational values in swimming, it becomes more evident that the function of the swimming pool should be analyzed with particular attention to educational needs and more adequate criteria which will serve as guiding principles in the building of these pools.

## Coaches and Schools Employment Service

*Editor's Note: This is a free service offered by SOUTHERN COACH AND ATHLETE. Coaches seeking employment and schools needing coaches are invited to register with us, giving qualifications and other details. Since many of the applicants and positions are strange to us, it cannot be construed that we are recommending either, but we are glad to offer this free and confidential service of putting the two in touch with each other.*

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Age ..... Weight ..... Draft status .....

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Coaching experience (sports, positions) .....

When available to start to work .....

Size of family ..... Salary desired .....

References .....

Past teaching and coaching positions (Head coach or assistant) .....

Any physical handicaps .....

**FOR SCHOOLS WANTING COACHES**

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